

Ben's Jobs

Activate Prior Knowledge

Have children watch as you pantomime washing dishes. **What work am I doing? I do this in the kitchen after cooking and eating. Right. I'm washing the dishes.** Invite children to pantomime washing dishes.

Continue by pantomiming sweeping the floor and then washing the windows. Provide hints as needed such as: **I use a broom to do this. It keeps the floor neat and clean.** After you demonstrate each task, encourage children to stand and follow your lead.

What are some things you and your family do to keep your home neat and tidy?

Begin a chart you can revisit as you build background for the lesson. Title one side of the chart *Work at Home*. Draw pictures to record children's responses.

Build Background

Key Concept People have jobs at home and at school.

Listen and Think

Title the second column of the chart *Work at School*.





Provide children with a series of questions to differentiate between things done at home and things done at school.

Where would you learn about math? Where would you set the table for dinner?

Model how to respond with a complete sentence. **I would learn about math in school. I would set the table for dinner at home.**

Add pictures under the appropriate head on your chart.

Ask volunteers to name some things they would do either at home or at school. Have them add pictures to the chart. After the picture is drawn, have the child explain it with a complete sentence. Coach children in their sentence building as needed.

Work at Home 	Work at School 
	

Access Content

Preview the Lesson

Have children turn to p. 94 and then page through the whole lesson to look at the pictures. Have them use the pictures to predict what the lesson is about.

Read aloud the lesson title. **Were you right? Did you think that the lesson is about Ben and the jobs he does?**

Call attention to the words *First*, *Next*, and *Last* on pp. 94 and 95. **These words tell the order in which Ben does his jobs.**

Have children look at the pictures on p. 96. **Who do you think drew the pictures? These drawings give information just as the pictures do.**

Have children listen as you read the items in the *What did you learn?* box. **These tell you what you need to know and do when you finish the lesson.**

Picture Walk



Guide children on a picture walk through the lesson. Ask these and other questions.

- Page 94**
- Point to the picture at the top of the page. **This picture shows the first job Ben does. What job is Ben doing? Why is picking up toys after playing an important job?**
 - Point to the bottom picture. **This is the second job Ben does. What is it? Why is feeding a pet an important job?**
- Page 95**
- **What is Ben's family doing in the picture? What work did they do to get dinner ready?** Guide children to suggest that they must buy food, cook the food, set the table. **What are some of the foods Ben's family eats?**
- Page 96**
- Discuss the jobs shown on the page. **Which school job that you see do you like to do? Why?**
- Page 97**
- Have children tell what Ben is doing. Identify the class pet as a hamster. **Name something else the hamster needs besides food.**
 - Review all the home and school jobs depicted. If they are not pictured on the lists you began earlier, you may wish to add them now.

Name _____

My Lesson Guide

Listen.

Little Helper by Andy Parker

I help when Mommy's busy.
I am always kind and glad.
I am the kindest little helper
A family ever had.



Draw to show how you could help when company comes over.

Talk About It

How does your work at home help your family?



Notes Home: Your child has been learning about home and school jobs.

Home Activity: Ask your child to choose a job he or she can do to help at home. Talk about how your child helps the family.

Extend Language

Harvesting the Language: Animal Names and Sounds

Recall with children that Ben helped take care of two different animals, one at home and one at school.

Let's make a list of other animals. Have children brainstorm other animal names, such as cat, pig, dog, and bird. If possible, show pictures.

Talk briefly about what children may know about each animal.

Encourage them to take their cues from the pictures. **A cat has whiskers.**

A pig has a curly tail. Help children form complete sentences.

Expand the discussion to include the sound each animal makes. Accept responses which may differ from ones you are familiar with; for example, *guau-guau* (Spanish) instead of *bow-wow*.

cat/meow

pig/oink

dog/bow-wow

bird/chirp

Enrichment Activity

Invite children to take part in a pet parade around the classroom. Have children in the parade line name which animal they are and then tell something about the animal. Remind them to make the animal's sound too. Coach children to use complete sentences.

Conversation Starter

Ask children what pet they would like to have in class. Encourage them to say what they would need to do to take care of the pet.